English 15

Instructor: Catherine M. Sigler
Office location and phone: WFP 17-13, Th 6-6
Office hours: 30 Burrowes - B
Mailbox: 103 Burrowes Bldg. (The box is above my name.)

Texts: Walker and McClish, Investigating Arguments
       Hickey, Developing A Written Voice
       Penn Statements
       English 15 Packet (at Gnomon Copy)
       A good college dictionary

Objectives: The subject of this course is rhetoric, the effective use of language. The goal is to help you develop your skill in rhetoric -- a skill that is essential to success, not only at the university, but also in the "real" world beyond school. Human beings are naturally rhetorical animals, and thus all of us are somewhat skilled in rhetoric already, in more or less intuitive ways. But the difference between intuitive rhetoric and conscious, artful rhetoric is like the difference between walking and dancing, or between tossing a ball around and really playing football. Our goal, then, is to develop this more conscious skill.

Acquiring skill in rhetoric means learning to write (and speak) with a coherent sense of audience and purpose, and with a strategic sense of argument and design; it also means learning to read rhetorically, with a critical yet openminded attention to the techniques employed by others. How can we learn to do what we can't see? Moreover, how can we defend ourselves against strategies we haven't noticed, or are unable to perceive? Rhetoric may be used to teach, explain, create knowledge, alter beliefs, protect the innocent, recommend actions, reform society; it may also be used to manipulate, exploit and deceive. If we don't learn to look at rhetoric analytically, we risk putting ourselves in powerless situations -- the dupe of others. Plan, then, to focus attention in this course on the parts of the writing process (invention, planning, drafting, revising, editing) and on aspects of effective discourse (logos, ethos, pathos, structure, style). By the end of this semester, you should be better able to articulate a position clearly, persuasively, and even eloquently.

One more point. This course depends to a great extent on the energy and careful thought you bring to it, which means you need to make a real commitment to the work, and to your peers in the classroom. Interesting, important discourse develops not in isolated egos, but within communities of persons committed to some mutual inquiry, or to some shared question. Note, too, that the university estimates that students should spend a minimum of two hours outside of class for every hour in class. Consequently, you can expect to have various kinds of reading and writing homework due at virtually every meeting of this class.

Requirements: In order to pass this course (with a grade of "C"), you must satisfactorily fulfill the following requirements:

• Write five major papers; see Course Schedule and Outline of Units. Each paper must be submitted in a folder, along with the rough draft(s), signed peer-review comments from draft workshops, argument proposal, and other materials and notes that represent the various stages of the paper's development. Papers must be handed in on time; late papers will be docked one letter grade per day, unless you get my approval for an extension before the due date.

• Complete a substantial revision of one of your major papers; see Unit 6 in Course Schedule. This revised paper also must be submitted on time, and in a folder, along with the original paper, revision-draft(s), notes from revision workshops and other relevant materials.
• Complete the Group Research / Library Report Assignment. See Course Schedule, Outline of Units, and the description of this assignment. This assignment absolutely must be completed and submitted on the due date specified in the Schedule.
• Complete all homework assignments (reading and writing).
• Maintain regular attendance and active participation as both reader and writer in draft workshops, argument workshops, in-class exercises and classroom discussions.

Attendance: As noted, regular attendance is required; your grade may be lowered for poor attendance, down to and including "F." This is University policy. Specifically, you are permitted three unexcused absences (two in a T-R class). After that, your grade can be reduced, depending on the amount of absence and as I consider appropriate. Develop the habit, early in your college career, of professionally managing your attendance, appointments and assignments; it's a survival skill. If you miss a class, it is your responsibility to get the assignments and complete the work. English 15 depends on your presence and participation every day.

Grades: As noted above, to pass this course you must satisfactorily meet all requirements. Grades on individual assignments are meant to reflect, quite simply, the quality of your work. You will find in the packet a copy of the Department's grading standards, which I will use when I read your papers. When figuring your overall grade, I will tend to emphasize the work you have done in the latter part of the course; but I will not use a mathematical formula for calculating grades. In making my judgment, I will also take into account the general quality of your participation over the whole semester.

Office Conferences: Think of my office as an extension of the classroom, and use my office hours to discuss any aspect of your reading or writing: topics, problems, questions, papers you're working on, ideas you wish to develop, strategies you'd like to try, and so on. Plan on having at least two conferences with me this semester, to discuss your work and your progress in the course.

Plagiarism: You will find in the packet a departmental statement on what plagiarism is and why it's bad. If you still have questions concerning what plagiarism is after reading this document, see me. Plagiarism demonstrates contempt for your instructor, your peers, your own ethics, and the enlightened purposes of education. If you are caught plagiarising, you will almost certainly fail the course. You may also be referred to the Office of Conduct Standards, which may recommend suspension or expulsion from the University for academic dishonesty.

Format for Papers: Normally your papers should be typed or word-processed, double-spaced, one one side of the paper only, with margins of approximately one inch at top and bottom, and one and one quarter inch on each side. Please use a ribbon in your typewriter or printer that produces copy dark enough to be easily legible. No odd fonts, please. No separate title page should be used. Place your name, the date, and the instructor's name in the upper right-hand corner of the first page. Place your title above the text on page one, and double space beneath it. The title should not be underlined. Page one need not be numbered; all subsequent pages should be numbered in the upper right-hand corner. Fasten the pages with a paper clip or a staple. (No plastic binders, please.)

Reminder: As noted under "Requirements," each paper must be submitted in a folder, along with rough draft(s), signed peer-review comments from draft workshops, argument proposal, and other materials and notes that represent the various stages of the paper's development.
Course Schedule

**LA = Investigating Arguments**  
**PS = Penn Statements**  
**DV = Developing A Written Voice**

### Unit One: Rhetorical Analysis

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<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8/23</td>
<td>W</td>
<td>Introduction to the course; ads</td>
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<tr>
<td>8/25</td>
<td>F</td>
<td>Bring ads to class. <strong>LA</strong> ch 1 (pp. 1-12); the nature of rhetoric &amp; rhetorical education. In-class writing.</td>
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<tr>
<td>8/30</td>
<td>W</td>
<td>1-3 page rhetorical analysis due in response to Question 1. p. 28. Continue discussion of Rodriguez. <strong>PS</strong> &quot;Rhetorical Analysis&quot; essays (pp. 15-30). Style: <strong>DV</strong> ch 1 (pp. 1-19).</td>
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<tr>
<td>9/1</td>
<td>F</td>
<td>Draft workshop for Paper #1: Rhetorical Analysis. (Final draft due W, 9/6) Discuss library research projects.</td>
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### Unit Two: The Problem of Identity: The Cultural Construction of Roles

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<th>Date</th>
<th>Day</th>
<th>Activity</th>
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<tbody>
<tr>
<td>9/4</td>
<td>M</td>
<td>LABOR DAY HOLIDAY</td>
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<tr>
<td>9/6</td>
<td>W</td>
<td>Paper #1 due. Intro to Unit 2; Marlowe and Montagu poems. <strong>LA</strong> pp. 135-139.</td>
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<tr>
<td>9/8</td>
<td>F</td>
<td><strong>LA</strong> ch 3 (pp. 30-38); arguable issues. Begin Barthes. <strong>LA</strong> pp. 383-393. Written homework due: discuss 2-3 issues in poems, cartoons, and/or Barthes, as issues defined in <strong>LA</strong>.</td>
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<tr>
<td>9/18</td>
<td>M</td>
<td>Argument Proposals returned. <strong>PS</strong> &quot;Cultural Analysis&quot; essays (pp. 47-62); plus &quot;Definition&quot; essays by Kennedy (pp. 3-5) and Seesink (pp. 12-14).</td>
</tr>
<tr>
<td>9/20</td>
<td>W</td>
<td>Continue <strong>PS</strong> essays (if necessary). Draft workshop for Paper #2.</td>
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Unit Three: The Problem of Scientific Objectivity: The Case of Intelligence

9/25  M  Intro to Unit 3; Descartes, IA pp. 102-106: Begin Gould, IA pp. 509-517. Written homework due: 1-page rhetorical analysis of Descartes' "First Meditation."


9/29  F  Continue Gould; Contrast Woolf (IA pp. 14-17) and Gould. Written homework due: "Conversation" between Woolf and Gould, or Broca and Woolf.

10/2  M  Group 3 Library Report due. IA ch 3 (pp. 39-47); structure and style. Written homework due: analysis of structure or style in Gould, Woolf, or Rodriguez.


10/6  F  Argument Proposals due; argument workshop.

10/9  M  Argument proposals returned. PS "Evaluation" essays (pp. 63-82).


Unit Four: Policy Issues: The Problem of Schooling

10/16 M  Intro to Unit 4; Hirsch, IA pp. 436-463; and Freire, IA pp. 394-406.

10/18 W  Continue Hirsch; begin Freire. Written Homework due: brief rhetorical analysis of Hirsch's argument.


10/23 M  Group 5 Library Report due. Style: DV ch 4 (pp. 72-77); latinate language.


10/27 F  Argument Proposals due; argument workshop. (Continue style exercises.)

10/30 M  PS "Proposal" essays (pp. 83-106).


11/3 F  Paper #4 due. Style: DV ch 4 (pp. 85-100); schemes.
Unit Five: The Problem of Love and Justice

11/6  M  Introduction to Unit 5: Song lyrics. Sappho, IA pp. 52-58; Gorgias, IA pp. 60-65; Didion, IA pp. 479-494; Winslade and Ross, IA pp. 546-558. Written homework due: rhetorical analysis of Sappho's "Some say cavalry" or Gorgias' "Encomium."

11/8  W  Continue Didion; begin Winslade & Ross. Written homework due: "Conversation" between Didion and Gorgias/Sappho.

11/10 F  Continue Winslade and Ross. Written homework due: brief rhetorical analysis of Winslade and Ross's argument, or critical evaluation of Winslade and Ross or Didion. Group work: mini-dialogues.

Style: DV ch 4 (pp. 100-103); periodic style.

Style: DV ch 4 (pp. 103-109); lists; parataxis/hypotaxis; copia.  
Written homework due: response to Group 7 report and class discussion.

11/17 F  Argument Proposals due; argument workshop. (Continue style exercises.)

11/20 M  PS "Narrative" essays (pp. 31-46).

11/22 W  Conferences.

11/24 F  THANKSGIVING HOLIDAY


11/29 W  Paper #5 due. Style: DV ch 8 (pp. 179-191); voice cues and paragraph coherence.

Unit 6: Revision

12/1  F  Begin revision unit; discussion of revision strategies.  
Style: DV ch 5 (pp. 111-114; see also pp. 115-128); imitation exercises.  
Homework: select and bring to class the paper you will revise.

12/4 M  Revision workshop; audience and intention.  
Style: DV ch 6 (pp. 135-148); levels of formality/informality.

12/6 W  Revision workshop; structure and style.  
(Continue style exercises.)

12/8 F  Final revisions due. Conclusion and evaluation of course.